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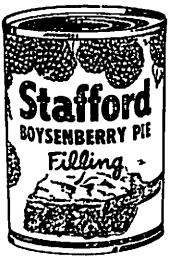


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edited by

Mary L. Northway
Director of Research, Institute of Child Study
and
Barry G. Lowes
Chairman, Toronto Board of Education, and
Past President, Ontario Camping Association

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CONVERSATION in CONSERVATION

by Kirk Wipper,
Director, Camp Kandalore.

It has become increasingly evident that the maintenance of human resources is directly dependent upon the conservation of natural resources. But appreciation for conservation has not been readily grasped on a continent where natural resources appear to be of limitless dimensions. Thousands of acres of untouched, unturned soil, chains of lakes and rivers—some still to be charted — and towering forests of valuable timber tended to condition new North American inhabitants to waste. But how quickly the fact of plenty was altered! Exploding populations, industrial expansion, urban sprawl, and now automation and mechanization all have contributed to a new concept of conservation which relates to man's very survival. Already polluted water sources have become an international issue, and enlightened leadership is realizing that conservation measures are now urgent.

What has this to do with camping? At the outset the camping movement must realize that one of the primary reasons for being is its special interest in and use of the natural environment. One of the important goals of camping in the conservation areas is to develop a camp attitude or philosophy which should permeate campers and staff. It is achieved specifically through effective leadership in such activities as wildlife, conservation projects, campcraft, orienteering, crafts using natural materials, and arts using natural themes. These ought to be integrated in such a way that a consistent point of view is presented. For example, if in wildlife we discover the significance of young saplings in maintaining forest growth, we ought not to ruthlessly and indiscriminately gather these for making up gadgets or circus booths. Similarly, protecting the wilderness against the ravages of fire or careless camping has special implications for campcraft. Camping is education in the out-of-doors, for the out-of-doors and by the out-of-doors—its continued existence depends very directly on current attitudes and practices in the natural surroundings.

Any camp related to natural surroundings of even the most modest variety ought to deliberately cultivate a sensitivity, an appreciation, a knowledge and an understanding of natural things. If any hope is held for intelligent management of natural resources in the future, it would follow that a rational point of view must be developed at an early age. Armed with proper foundations youth of today and adults of tomorrow can be expected to make wiser judgments than their fathers in an environment which is expected to sustain a civilization which appears to threaten with ever increasing intensity the environment on which it inevitably depends. There are many great lessons to be learned; not the least of which is that there is nothing in this world that is useless, only some things that con-

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CHALLENGE IN CAMPING

Address given by Barry Lowes to the closing banquet of the Annual Conference of the Ontario Camping Association on March 19, 1966, at the Inn-on-the-Park, Toronto.

Mr. Lowes is Chairman of the Toronto Board of Education, Director of Camp Timberlane, past Chairman of the O.C.A. and a member of the Board.

When the late A. L. Cochrane first went into Temagami, the Wright brothers hadn't even gotten off the ground at Kitty Hawk. Yet, on any clear night at camp last summer, one could look up and see a man-made satellite moving across the sky. The brakes are off the world. It's on a runaway scientific course and camping is in grave danger of being left behind.

Is Camping Obsolete?

Some say that camping is on the way out—and they could be right. Whether it withers and dies, remembered only as a romantic anachronism of the first half of the 20th century, or whether it grows and develops to meet the special needs of this new age will depend upon us—you and me.

At this very moment, when camping appears to be at a peak of development, the forces of extinction are at work. They can be seen, if you take time to look, know where to look—and want to look. Those people who believe that camping can continue in its present form constitute one of the greatest threats to the camping movement.

The most obvious force for change lies in the variety of choices available to more and more people today. Patterns of family living have been revolutionized in the past ten years. Shorter work weeks, longer paid vacations, more money to spend, more cars, boats, more parks and camping grounds, better roads; families are on the move.

Another pressure is caused by the booming real estate market in cottage properties. Where only ten years ago you could move freely about the province, today, south of North Bay, the lands and lakes are being gobbled up at an accelerating rate.

Another whole strata of our society is discovering the world. Thousands of boys and girls, and older teenagers are taking off for Europe each summer or to tour the U.S.A., or on student exchanges. This outpouring from our cities isn't bad. It's wonderful! But these are families who feel no need for camp.

Another threat to camping is the sprawling amoeba of government that is growing, spreading, touching and enveloping ever more areas of our lives. In the past few years camping has felt the pseudopodial touch of ever more departments of government. The legislation covering every area of education and child-care is growing. Claiming to be educational, camping lies in the path of this legislation.

Standards

At present, the most precious possession that any parents have—their child—is entrusted to our care. Naively, they assume that membership in O.C.A. is some guarantee of excellence. But it isn't really. The importance of raising

our sights on standards, gradually but steadily, is vital to the future of camping. If we do not constantly improve our own houses, others will want to do it for us.

We have just appointed an executive secretary. This is a wonderful sign of growth, and in Mr. Stan Wild I believe you have made a wise choice. There is also grave danger in such a step. For too long, too few people have supported and carried out the work of the Association. There is the danger that people may be all too eager to step back and let the executive secretary carry the load. The strength of O.C.A. has been its voluntary nature; it will only be as strong as your active participation. Anyone can pay fees, that's only money and its value keeps shrinking. The only really valuable thing any of us have to give is our time. How much have you given during the past year? This is the true measure of your support of the camping movement.

Another force that has eroded the strength of the Camping Association for many years has been the undercurrent of pettiness that has accompanied the terms profit and non-profit. To me, these terms are anathema. There are many private non-profit camps and a number of agency profit camps in this province. There is a demeaning connotation to the word *non-profit* and an equally slurrish undertone to the word *profit*. A camp is a camp, and a child is a child. The aims and objectives should be parallel. Good and bad camping can be found in either private or agency camps. The sooner we realize that we are both in the same canoe, shooting the same rapids, and paddle together, the better off the camping movement will be.

Camping vs. Education

An even bigger threat to the camping movement, and one that has only been glimpsed, is education. The greatest explosion that has occurred in the world in the past five years has not been the 50-megaton bomb, it has been education. The word is on everyone's lips. It is held up as the panacea or it is reviled as a trick to keep teenagers off the labour market. Wherever you stand along the spectrum, you cannot deny that education is the most important force at work in the world today. It is a tidal wave moving across our land and camping could be engulfed.

For as long as I can remember, camping people have boasted that camping is more than fresh air and sunshine, more than just recreation. We have maintained that it is a special, intensive kind of education, set in the out-of-doors. The more I see of education, and the seven-league strides it is taking, and the closer I look at what camps do as opposed to what they claim to do—the more I think we talk a better game than we play.

Let us look at some of the recent developments in education that relate directly to camping.

Summer schools have caught on and are here to stay and flourish. They started as make-up courses for students who were weak in one or two subjects. They are a wonderful alternative for the old idiotic practice of repeating a whole grade. How many of us have lost junior counsellors or older campers at the last minute to summer schools? This will continue to increase and is even occurring at the elementary school level in some systems. We may have to make acceptance of staff and campers conditional upon Easter results.

Another threat is the voluntary summer school. More and more students are discovering that learning can in truth be fun. Academic students are signing up for welding, carpentry, typing, or drafting courses. Technical

students have shown an eagerness to take English, typing, philosophy, bookkeeping; over 40 different subjects are offered, just for pleasure. This is wonderful. This is true education. The courses are free and more and more students are enrolling. But as these numbers grow, young people are drawn away from camping.

Another threat to camping is the very real possibility of a long school year. Why do we have two full months vacation every summer? The rationale for it probably dates back to the farm boy at the "little red school house"—Tom Sawyer days. There are those in positions of influence in education who believe that it wastes students' time and is grossly wasteful of money to let our schools stay idle all summer. We may have to consider operating our camps at other times of the year for shorter camping periods.

Does this mean that all agency and private camps should become summer schools mixing large doses of French, remedial reading, new mathematics and science with traditional camp activities? Tutorials under the trees! I hope not! Heaven help us, I hope not! Then where does camping fit in?

Real Values of Camping

Has camping become *passé,* a horse and buggy in a space age? I believe that the need for camping is greater today than ever before. The values inherent in camping, the multitude of values that you all know so well, are needed by children and youth as never before. The mounting pressures besetting children in our increasingly technology-oriented society, the threat of nuclear annihilation, the threat of automation, the threat of endless leisure, the threat of amorality—are constant and real to young people.

We have always talked and boasted about the impressive list of values that can accrue to a child from a camping experience. But I submit to you, the claims have been mostly shadows without substance; they could not stand up to close scrutiny in a cold, unflattering light.

There are dozens of areas of camping that we should scrutinize together. Time is short. Let's look at just a few.

Parents are far more discriminating today than 10 years ago. More and more have the effrontery to want to know why they should send their child to camp? The two short summer months are precious. How can my son or daughter spend them most valuably? What has your camp to offer that is really vital and meaningful for my teenager? For instance, we talk about learning to live with others, developing a concern for others. Does this really happen at your camp?

Maybe we should take them to work with our impoverished Indians or into our downtown slum areas. Give them a chance to serve where there are real problems, real involvement in life.

Too often we camp on islands of unreality while the world about us is a seething sea. For instance, Canada stands in danger of coming apart at the seams, after 100 years. Just beneath the veneer of stability are the old festering wounds, excoriated pride. We should be exchanging masses of children back and forth across this country. If the 3½ millions of dollars that have been poured down the drain on the Bilingual and Bicultural Commission had been spent instead to exchange young people, getting them into homes and camps across Canada, to live together for a time. What a bridge of understanding such exchanges could form!

What of the world's starving millions? While our campers diet, others die of hunger. What a paradox! Maybe our

campers should go without food for one day each week to see how it feels to listen to their stomachs growl with hunger. The money saved could be sent to CARE or UNICEF.

The true story is told of the two 7-year-olds in the school yard discussing perigees, apogees and terminal velocities of rockets. When the bell rang, one boy said to the other with resignation "Come on, I guess we have to go and see what Dick and Jane are doing".

What do our camps give these children who have watched men walk in space — seen close-up picture of the moon, who know about the DNA molecule? What kind of a natural science program do you have at your camp? Children were born to learn. Do we excite or stifle their natural curiosity? Do we encourage discussion of these things?

These are swingers who come to our camps. They are "hep". They are concerned about the world into which they were born. If they are confused, frightened, disillusioned — it is with good cause.

These youngsters are citizens of a shrinking but seething world and they are adrift in it. Most adults give them little or no guidance and a poor example. Camp should be a place where there is time for thinking, discussion and reflection—a chance to talk out their feelings with adults who care, who do not sneer, scoff nor condescend —who do not preach, but listen and teach by example.

There are two problems uppermost in the minds of teenagers today: school and their future jobs; and their relationships with the opposite sex. They talk about these constantly, pooling their ignorance. Where can they get answers? They certainly don't get them at home or at school or at church.

We talk so much about how children learn to live with others, how we shape personalities and mould character. If it happens at all, I submit that in many camps it is more by accident than design. The thing that troubles me is that we in camping seem not to realize that we have in our camps the most dynamic social and educational *milieux* ever conceived. We are dabbling with an educational instrument whose full potential we have seldom glimpsed, let alone exploited.

Each Child is an Individual

Educators in the last few years have been moving out of the age of Oliver Twist into the 20th century. For years educators have paid lip service to the "individuality of each child". They have agreed that there is no such thing as the average child, each one is different. They grow, mature and learn at different rates. Yet, most schools are run as if there weren't a word of truth in it.

Each child is different, with different needs and different interests. Make this basic principle the star by which you guide your camps. It will be infinitely more demanding to treat campers as individuals, but the rewards, the values —in fact, the very reason for camping —demand that we cannot do less. If you want to measure your camp—use this yardstick.

Fumbling Our Opportunities

We have these children 24 hours a day. Each day stretches before us, full of opportunities. So often we fumble these opportunities in so many ways.

By permitting people who have not sufficient qualifications to direct camps. The upgrading, training and ultimate certification of directors must be achieved before camping can lay any claim to professional status.

By placing more emphasis on building and equipment than on staff. We

often put more campers into a group than a counsellor can properly serve.

By claiming that we cannot afford to pay counsellors and settling for staff who are too young or too inexperienced to meet the staggering demands of their roles? Are your counsellors still working out their own growing problems? Do they baby-sit or boss but hardly ever really COUNSEL.

By leaving campers on their own for most of the day, while their counsellor teaches an activity. Who really knows or is aware and concerned about what happens to each camper hour by hour, day by day?

By failing to provide the experienced supervisory help that young counsellors need so desperately, and which they have a right to expect.

By placing more emphasis upon activities than on children. Programmes are organized so that little room is provided for individual differences and interests.

By not allowing campers time to be free, to choose, to daydream, to explore, to adventure, to have FUN.

Directors sometimes sink into the quicksand of administration, forgetting the real reason for camp.

Do We Know Children?

The greatest single lack in camping today, and it relates directly to these matters is that, in truth, we don't understand children. If you say to a counsellor, "Your campers are a pretty stupid bunch, they can't even do trigonometry", he will answer, "Don't be silly. Of course they can't; they are only 10 years old". And yet, this same counsellor will expect the trigonometry of social behaviour from those same 10-year-olds, and be angry and upset and even punish them when they can't meet his expectations.

So many of the counsellor problems with which we have to deal at camp are related directly to a lack of understanding of what we can rightfully expect from the child at his present level of development. The young counsellor gets upset because his 8-year-olds cannot make their beds properly—aren't even interested in tidiness or cleanliness. Ten-year-old girls can be whiners, petty and vindictive, mercilessly forming hate-clubs against other girls, and so on. You cannot even pretend to meet and treat campers as individuals until you have some conception of fair levels of social behaviour to expect.

I respectfully submit that O.C.A. should set up a committee to prepare a booklet on patterns and stages of development in boys and girls as they relate to camp. This would be another big step in taking camping out of the hope-and-guess category into the field of education and professionalism.

Let me just put three more cases before you.

Camps for the Campers

You must be as deeply concerned as I am about the pressure to which our children are being subjected today. Children with ulcers, children with breakdowns, children on tranquilizers —all symptoms of these mounting pressures. It takes a good week at camp for some to unwind, relax and realize that, for a brief time, the pressure cooker has been turned off.

Let's abolish bells, bugles and sirens that shatter the air at most camps. Why must the camper be answering signals all day? Why must the lights-out hour be so rigidly enforced? Why must the explorers turn back "or we'll be late for our next period"? Why can't clothes be a little sloppier? Must his tent or cabin look like a R.M.C. barracks room? Is it really important? Too often we forget that it is the child's holiday.

At camp a child should sometimes be able to lie on his back and watch the clouds scud by beyond the pines above him. He should be able to turn on his side and watch an ant tugging, pushing, shoving a huge caterpillar through the jungle of grass that forms his microscopic world. There must be time for a child or a group to stay up late, or even be aroused from sleep to see the northern lights, a meteorite shower or to paddle down a highway of moonlight—time to watch fish jumping as the sun sets. These experiences must be theirs to remember for a lifetime, long after the baseball game, the archery, the routine activities are forgotten.

How about conservation? Oh, how piously we camping people talk of conversation! Everyone is in favour of conservation, but when did you last plant any trees at your camp? What are you doing to check erosion at your camp? Are you wantonly spraying with insecticides? Do you clear out all the underbrush and dead stumps so essential to some forms of wildlife. Is your lake cleaner or dirtier since your camp was established? You can preach conservation, but the children aren't listening. They are watching your example.

The truth is, you know, many camp directors do not like nature or outdoor living.

One more thing that camp can give —MUST give—to each child; that is an awareness of God. The word is out that God is dead! Rubbish! The poor fool who made that statement could never have camped. I know of no place that can give a child a greater awareness of God. You have to search to find God in the city. At camp He is everywhere.

Spirtiual values cannot be taught; certainly not by young students who have been spiritually emasculated by first-year philosophy. Such knowledge is caught—it is felt because it is an integral part of the whole camp beginning with the director. Your campers will miss these values unless you feel them first. They are learned all day indirectly, not just at services. For the soul, like the body, lives by what it feeds on. Is your camp rich in this soul food?

Let's Not Be Left Behind

What I have tried to say is that the camping movement cannot stand still—the world current is racing too swiftly. That there is a greater need for camping today than ever before. But we cannot stumble along from summer to summer, meaning well, hoping that we are fulfilling our aims. Camping as an educational and social force is too powerful, too valuable to be left to us if we do not utilize its potential.

We have not realized fully that we have in our camping hands something unique, mysteriously simple, profoundly complex. We don't need to search for slick new techniques nor for old techniques with new labels. All that is required, and it sounds too simple, is to actually succeed in doing what we have always claimed to be doing. This is much more difficult than groping for new techniques, but it is the true answer. We must either make good on our old claims about values or step aside.

Children and youth come to us at a malleable age. The attitudes, habits, values that we inculcate will shape their lives and, in turn, the future of this country. For the children who come to our camps today will be running this country in the year 2000.

By recognizing and nurturing the individuality of each child, by helping them to meet each day's living on a full, rich and adequate basis, we can best prepare them to meet the unknowns of their later lives.

As we contemplate the magnitude of our task, it is an awesome responsibility that we take on, but also a tremendous opportunity. —●

TO LIVE



"in hearts we leave behind is not to die."

The death on February 14, 1966 of Miss Dais L. Gass, Past-President of the Canadian Camping Association, Past-President of the Quebec Camping Association, and former owner and director of Memphremagog Camp for Girls in the Eastern Townships of Quebec, brought to a close a lifetime of dedication and service to Canadian Camping.

Because "Canadian Camping" believes its tribute to so widely-known and beloved a person as Miss Gass should include expressions of appreciation from several individuals who knew her at different times and in different places, we asked several of them to share their remembrances.

"When camp leaders gather in conference, comradeship and gaiety invariably combine to lighten even the most serious deliberations. So it was in the earliest days of our Association. The camp leaders of twenty years ago were a co-operative band of pioneers who enjoyed getting together to plan and play. One, who stands out in memory as a blithe and effervescent spirit, was Dais Gass of Montreal. She was the second President of the Canadian Camping Association from 1946-49, succeeding our first outstanding President, Taylor Statten.

Born in Nova Scotia, a graduate of Mount Allison University in New Brunswick, Dais went to Montreal as a teacher in Trafalgar Girls' School. Later she was Personnel worker for the T. Eaton Company. Always happy when working with young people, she was enthusiastic and untiring in her job, but still found time to lead a C.G.I.T. group in her church and do club and camp work as a volunteer in the YWCA.

Realizing that camp work was becoming her major interest, Dais organized her own Camp Memphramagog in 1936 with a small group of girls to whom she was affectionately known as "Kolah", interpreted "Friend". During her twenty-three years as Director, she had the satisfaction of seeing her venture succeed beyond her dreams. In 1959 Camp Memphramagog was sold to the United Church and is now run as a boys' camp.

As President of the Canadian Camping Association her sphere of influence widened and her editorials in the early camp "Bulletins" were always forthright and challenging. To quote from one:

'We, who are in this camping movement in Canada, are in it of our own choice. We envisage it as a great and progressively powerful force in the lives of Canadian children. These children from the Atlantic to the Pacific, rich and poor alike, have a claim upon us. That claim is that they deserve the best we can give them in effort, leadership and progressive methods. We sink or swim together! Let us swim!'

Dais Gass has taken her place among a well-loved group of camp pioneers, whom we are proud to honour."

—Mary S. Edgar.
Honorary President,
Canadian Camping Association

"Dais L. Gass was an energetic crusader for higher standards in camping and expended her efforts unceasingly to enhance the cause of camping in the eyes of the public. During her years in the camping movement, she endeared herself to thousands of campers and staff members. Her keen love of the out-of-doors, her respect for all living things, and her sympathetic understanding of young people gave camping one of its finest leaders.

No one who ever knew and worked with Miss Gass will ever forget her tremendous enthusiasm, her keen sense of humour, her insatiable thirst for learning and, most of all, her warmth of heart. Endowed with an inimitable ability to be amiable with the great or the small, she enriched the lives of all who had the privilege of being associated with her. Indeed her philosophy of life and living may well be expressed in the following words:

'I believe in the wonder of the out-of-doors, in the inspiration of the stars, and the allurement of life in the open.

I believe in the strength of the hills, in the silence of the night, in the music of the birds and the trees.

I believe also, that my body was made for action, that my mind was made for thinking, and that my heart was made for loving, in unison with the life of nature.

I believe that to laugh and to sing, to swim and to walk, to study and to play, to eat and to be happy, to be kind and free to grow strong and good, is my right.

I believe, too, that to be happy I must be good, that to be worthy I must be kind.

I believe that happiness and lasting peace are mine, as I live in the atmosphere of kindness so near to me in the life of the out-of-doors.'"

—Frances M. Kelly,
Executive Secretary,
Quebec Camping Association.

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"We have lost a good friend in Dais Gass. She was a grand person and a friend who will not be forgotten, one who will be remembered forever by thousands of girls who were fortunate enough to have known her, in schools, in clubs, and particularly in her own Camp Memphremagog, in the Eastern Townships of Quebec.

Dais inspired confidence wherever she went. It seemed to be one of her greatest assets. One could not be with her very long without looking forward to anything which might come up. Her appearance alone gave one confidence. Her hearty laugh was a treat to hear.

Dais worked hard for the Canadian Camping Association, spending practically full time on the affairs of the C.C.A. for at least a year. Indeed she devoted so much time during the early organization years that many people worried about her own camp. But in spite of it all, her camp opened and carried on with great success. The Canadian Camping Association was well under way and a camping association of our own in Quebec province had been organized, with the necessary roots in most of our other Canadian provinces.

Dais thought always of others. It was my privilege to see she was "moved" from the Montreal Convalescent Home to the Griffith McConnell Home. Although her health had been very poor during the last few years, she spent the whole time during the trip asking questions about others and about my own particular interests. After moving in she was soon busy, with very little time for herself.

We can never fully explain our feelings in words because mere words are inadequate, nor can we express as we could wish our deepest thoughts. Let us then say in farewell that it has been a rare privilege to have known our friend Dais Gass, a camper who made a deep impression on our Canadian Camping movement and on so many individual campers."

—Kenneth H. Murray.
Past President,
Quebec Camping Association

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"In the passing of Dais L. Gass we have lost a good friend and the Canadian Camping Association is without one of its strong supporters.

There are so many memories of Dais but perhaps for me the years when she was President of C.C.A. are the most vivid. They were difficult times because the Executive was determined to have our Association become a National body separated from the American Camping Association. Imagination, courage and firmness characterized our President and she had a strong image of what C.C.A. should be and do.

Dais was wonderful with campers; several times I sat in her living room at Camp Memphramagog while campers came in one after another to talk over a problem with their beloved 'Kolah'. They always went away feeling there was a comforting solution. Dais had great and unfailing patience and sympathy in her dealings with them.

We shall all miss Dais but as long as we have memories her spirit will hover over those of us who knew her. In the history of the Canadian Camping Association, Dais will be remembered always as one of the most effective pioneers in Canadian Camping."

—Nan Vail.

Past President,
Canadian Camping Association.

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Within the past several years I have noted with interest and with keen satisfaction the greatly increased support enjoyed by the Canadian Camping Association. The Executive, now centred in British Columbia, has on other occasions centred in Alberta, Manitoba, Ontario and Quebec.

I first met Dais Gass at a Canadian Camping Association Executive meeting. This was early in 1949 and Dais had a great vision that this Association would gain support from National firms and from governmental sources if we could become identifiable as a truly Canadian Association. Working out the

details of the first official charter of the Canadian Camping Association, Dais chaired meetings attended by a group of persons, many of whom are listed now among the past presidents of the Ontario, Quebec and Canadian Camping Associations.

It was due largely to Dais Gass' inspirational leadership that camping people from Ontario and Quebec held meetings in Montreal, Toronto and at Kingston, Ontario, to come to grips with the responsibility of making the Canadian Camping Association into an effective functioning national organization. Closely related to this project was the development of the Camping Magazine. I remember vividly travelling to Kingston with Mary S. Edgar, the first editor of our Canadian Camping Magazine to meet under Dais Gass' chairmanship, and to lay the early foundations for the Association which had so long been Dais' dream.

Now, I think of Dais Gass, not only as an enthusiast, but as a visionary and an idealist. I count myself very fortunate to have been among those who worked with her on her great dream for the C.C.A. and who now experience the joy of seeing that dream come true.

W. E. (Ted) Yard,
Past President,
Canadian Camping Association

FROM THE PROVINCES . . .

Our National President, *Mrs. Lorne E. Brown,* was in Toronto for a day — April 21st — en route to Ottawa to attend a meeting of the National Advisory Council on Fitness and Amateur Sport. Eleven new members have been appointed and May has been asked to extend her term of service for another year. She was able to look in on the O.C.A. Annual Meeting but, unfortunately, her flight to Ottawa was scheduled too early for her to remain to dinner.

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Leadership Training is occupying the attention of the *Alberta Camping Association,* too. Centres used to date for the training of Playgrounds, Day Camp and Camp personnel are Banff, Red Deer, Camrose and Pine Lake.

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The past few weeks have been especially busy ones for the *Ontario Camping Association.* There was, of course, the Annual Meeting on April 21st at the Constellation Hotel near Toronto's Malton Airport. After a delicious dinner and the usual business, Mr. David L. Tough, Superintendent of Secondary Schools for North York, showed some fascinating pictures of people and life in Russia today. Since he spent several weeks in that country, he was able to speak with insight and understanding. His pictures undoubtedly gave new dimensions to his audience's conception of Russia and the Russian people and we wish every C.C.A. member could have shared in this experience.

O.C.A. is having a contest to select an appropriate Crest Insignia.

Setting up O.C.A. archives is under way; Margaret Govan is Chairman of the Committee and, come September, Mrs. Shirley Hall will act as part time secretary. Members are asked to send in material of an historical nature about their camps.

Other things bubbling, too, are word of new Life Jackets coming on the market and some interesting new films but of these "more later", probably in the form of articles in "Canadian Camping".

On May 9th—which will be long past when you read this—Dr. Harry and Adele Ebbs are showing slides and movies of their recent trip to Camp Tonakela at Avadi, Madras, South India—and these we must see. You do know, don't you, that Camp Tonakela is a year-round centre for Girls and Boys for camping and convalescence?

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From Ontario our thoughts go to the *Province of Quebec*. When we were in Montreal March 25 and 26, we talked to some of the Provincial Camping Association people — the President, Bob Lazanik, Frances M. Kelly, Executive Secretary and Mrs. N. D. Demetelin, Public Relations. We were unable to contact Ken Murray.

Actually we were there in response to an invitation from the Carling Company who gave a reception and dinner on Friday evening in honour of Mr. J. Oscar Houde, the 1966 winner of the Carling Quebec Conservation Trophy. Presented annually by the Quebec Wildlife Federation, it was created in 1956 to honour "the individual who, in the opinion of the judges, has contributed most to the conservation of forest, field and stream in the Province of Quebec". Mr. Houde is a public relations officer with the Hydro-Quebec head office in Montreal and has received a series of honours over the years for his active dedication to all phases of conservation work in the province.

Presentation of the prestige trophy to Mr. Houde was made on the stage of the Montreal Show Mart on March 26th before a capacity crowd attending the 22nd annual Sportsman's Show. Making the presentation was Emile Lamoureux, 1st Vice-President of the Quebec Wildlife Federation, and Murray MacLean, Montreal Manager for the sponsoring Carling Company.

A charter member of the Canadian Public Relations Society, Mr. Houde in 1963 received the president's medal for over 20 years of conservation work. He is also an associate member of the Outdoor Writers of Canada.

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We hear—

that the officers for the *Newfoundland and Labrador Camping Association* are:

Honorary President—
Hon. G. A. Frecker,
Minister of Provincial Affairs,
Confederation Building.
St. John's, Nfld.

President (acting)—
Major D. W. Rea,
Salvation Army,
Provincial Youth Secretary,
2 Springdale St.,
St. John's, Nfld.

Secretary-Treasurer—
Miss Marjorie Ball,
Executive Director, YWCA,
Military Road,
St. John's, Nfld.

The Association has not yet actually become affiliated with the Canadian Camping Association but this is to welcome them as a new Association and hope that very soon they'll join "the family".

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And now before we write "30" do you suppose that when the autumn issue of "Canadian Camping" comes off the press the column "From the Provinces" will have something in it from *every* provincial association? Only you can make that possible.

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THE CAMPER

OH! THE CAMPER

Address by Don Groff to the 1966 Annual Meeting of the Canadian Camping Association. Mr. Groff is Associate General Secretary and Director of Camping, Kitchener-Waterloo YMCA. He is also Chairman of the Editorial Committee of "Canadian Camping".

One of my camping responsibilities is the direction of a girls' camp. So in my remarks now I shall refer to the camper as "he" and "his", which is just a matter of editorial license and in no way represents discrimination between the sexes.

Behind that pile of accounts;
Under that stack of program schedules;
Beyond that cluster of staff preoccupied with a hootenanny;
—There you might find—a camper!

Today and at many other similar conferences, we have — analyzed *his* personality and behaviour; directed *his* world; determined *his* programme; manipulated *his* resources; and even predicted *his* future.

The wonder of it is that we did it all without *him*. Not once did we consult or involve him—this camper which occupies so much of our focus and is the reason for our existence as camps. Yet, some years from now, at various graduation exercises, we will hand it all over to him. We will give him this world to which we have denied him access—and we will tell him to "make a success of it" and to "make a better job of it than we adults have".

Some Questions

This leads to the question: "Is there any room left for the camper?" As we become more involved in the complexities of our society and the increasing organization within our camps, and as we become more sophisticated in our leadership training, there are some questions which haunt me.

1. One of the first of these would be: "*Are we so concerned about serving youngsters that we, as leaders and administrators, have become servants?*" Do we indulge our campers?—do things *for* them rather than help them do things for themselves?

An older man, with a younger companion, made his way along a roadway until they were faced with a wide chasm which barred their path. Almost at once, the older man began to construct a bridge to cross the gap. Puzzled by this action, since a more difficult alternate route was available, the younger of the two travellers questioned his companion's purpose. In reply the bridge-builder explained that somewhere back along the trail there would be a youth making his way to this spot. The bridge would make it easier for the youth to surmount the obstacle. How much better it would have been had the old man waited for the youth and taught him to build the bridge so that the skills learned, and the experience gained would serve him when next he faced such a challenge!

Calculated Risks

Not only do we tend to indulge our campers but I wonder if we overprotect them. We have become so concerned about safety for those assigned

to our charge that we sometimes create rules and regulations for their own sake. We are in danger of losing the challenge and adventure which our children, especially the older ones, require. We have not fully learned to utilize the concept of "calculated risk". Much of our camping activity, and life itself for that matter, is filled with risk. Our task as camp leaders is to calculate the degree and kind of risk for these and then to provide for its eventuality instead of building up restrictions to prevent risk.

If I might use a personal example; the camp I direct has a lengthy, rocky shoreline with steep approaches. It is impossible to seal off the area, and we were faced with the alternatives of imposing rigid rules about staying away from the water's edge and docks, or of providing some safeguards. Our feeling as a staff was that no child coming to camp should be deprived of watching waves break on the shore; or of casting a fishing line off a dock; or of catching the glow from a sun setting across a lake. The answer was to provide a shore patrol continuously during activity and free periods during the daytime hours —and we did not encroach upon the work of other staff members so that their assignments were not fulfilled.

2. Another question which haunts me: *Are our staff, and we ourselves, so insecure in our personalities that we cannot be real and honest about ourselves?*—or dare we not permit our campers to be so, either? In a world of insensitivity between people and with the existence of great barriers to interpersonal communication, how much do we attempt to "stamp out stereotypes" of socially acceptable behaviour? Another of my camping responsibilities is in the field of church camping, and I fear that often this concept of programme and influence for pre-determined behaviour is the overriding motivation for our existence.

Is there "respect for honest doubt" in our camps? Do our children and staff feel comfortable in expressing the questions and doubts about their religious beliefs and philosophy of life? Again, I am very conscious of the comments made by one of our girl leaders-in-training who told us of the fact that at home when she discussed her feelings, her parents refused to be drawn into discussion and chided her for her preoccupation with them. "At camp, she said, "was the first time she felt she could give expression to these thoughts and feel respect for them."

Who makes decisions at camp? Who determines the program? Are campers involved in determining their activities? —the rules they will live by?—the procedures governing the community that camps represent?

Is there an atmosphere of trust in camp? Does the "law of love" permeate relationships among campers? among staff members? between campers and staff? between the director and the rest of the staff?

How much do we fear conflict in camp? Do we seek "smooth-running" operations? We know that learning takes place by means of the conflict which results from confrontation between people. Camp offers excellent opportunity for such learning. If cabin groups are "running smoothly" however then nothing is happening between people. When you take nothing (0) from smoother—you get *smother!*

3. *Have we become busy with busyness?* Are daily schedules so filled that there is no time to pause?

—to sense the wonders of the natural world; its serenity? — to hear sounds often missed in a time in history when we are subjected to such constant and profused sounds that we unconsciously "tune" out much around us in everyday life? — to see sights, little things, which are often unnoticed and overlooked in hurry and bustle?

Is our chief concern to produce activity? Are schedules the products of

campers—or are campers the pawns of schedules?

4. *Do we truly respect children?*

—as individuals with personal worth and rights and not as junior adults. Are we prepared to allow them to be children? Do we help them to self-awareness and the development of their potential?

5. *Do we train campers to be resourceful?*

As leisure time increases, we surely must be helping children to appreciate it and to develop skills for utilizing it creatively. Prefabricated craft projects, and skills taught as an end in themselves rather than utilized in projects, will not assist youngsters to be active participants.

The learning potential of every activity must be recognized and exploited. It took me several seasons to realize that with the heavy use of dehydrated foods for our tripping program, the only thing we were teaching our campers about living in the outdoors was "to add water and heat". There is a place, of course, for these dehydrates, but we must be careful that our camping experiences expose youngsters to new and satisfying interests.

Then, too, when we speak of being resourceful we must be certain that we are training youngsters in proper use of natural and personal resources. Surely, there is no better lesson in stewardship than to develop an appreciation and respect for the plenty with which this land has been endowed.

6. *Are the skills and potential of our staff misplaced — or misused?*

At a conference several high school age staff members from one of the camps represented expressed their frustration with the fact that while being trained for one job—that of working with children—they could not tackle it because they were kept occupied with the maintenance problems of the camp.

Directors, usually the most capable and effective staff member in the camp, are often separated from campers and even staff by administrative details instead of being occupied with staff development and personal relationships.

Another facet of this problem concerns our training, for while training in skills and camp routine is reasonably well done, our staff are not well trained in understanding and effecting interpersonal relationships.

By way of clarification, I am not saying that organization for the camp community is not necessary, for organization is the way by which people function while living together. Nor can we ignore tending to the business affairs for our camps—for if we don't, our creditors soon will. And by all means, we must expand our knowledge and understanding about people, behaviour, and relationships. Our Kitchener-Waterloo YMCA Camps operate a two year resident C.I.T. training programme and I would have to deny the validity of that programme if I did not believe in a professional approach to camp leadership.

Retain Perspective

But we must retain perspective. These facets of camp administration must be our servants and tools, not our masters. They often become the latter because we want them to. It is so much more comfortable to preoccupy oneself with budgets instead of coming to grips with the real tasks of camp life. We can rationalize that we are doing our job rather than facing the disturbing challenge of "confrontation between people".

"The Camper—Oh! the Camper
Sitting by a stream, un-ending.
Bind not his course in life
With camp and staff un-bending!
Before his eyes unfolds the sight
His senses, more awaring.
Cloud not that vision, nor that light
Which leads him to the daring.
Dissect him not with learnèd eye

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NOW FOR CENTENARY

by Kirk Wipper,
Director, Camp Kandalore.

Have you considered how your camp could celebrate Canada's hundredth birthday? Would you leave some room in 1966 for centenary preparations? You are all aware of the Canadian Camping Association's Centenary Journey, but have you considered that your camp might mark 1967 by your own camp project? For example, you could set aside a section of your woodlot which contains the best variety of trees or plants, and call it an Arboretum. You could, with campers and staff erect a cairn, built of one hundred field stones from your campsite. With some research, ten different evergreens could be located and planted in a favorite camp area. A general reforestation project of one hundred trees could be established in the camp area as a worthy monument to 1967. A fine nature trail with one hundred points of special interest might be designed. Using natural materials, a magnificent centenary symbol could be designed and placed in a special camp setting. If you have an unusual natural habitat, efforts might be made to mark it and protect it against any kind of deterioration from careless use. Similarly your campsite could, by arrangement with Lands and Forests be made into a wildlife sanctuary with a name that could reflect the spirit of Centennial Year.

Many other ideas can be brought forward depending on your camp philosophy, theme, environment, programme emphasis, age and experience of campers. As an example, one project which will receive special attention in 1967 is the official opening of a canoe museum at a camp near Dorset. Because the camp emphasizes canoeing and canoe tripping, it was logical that a national canoe collection would be undertaken. Through constant use of canoes, campers and staff became increasingly aware of the variations in design and structure of that craft. With extensive discussion and reading, it became clear that the canoe was an instrument of history, a conveyor for exploration, a means of defense, a tool for commerce and an object for unique modern recreational pursuits. The canoe was a craft which reflected the nature of its environment; the materials of construction and the design revealed the peculiar characteristics of the region where the canoe was used. The project has been continuing for more than ten years but many notable gaps still exist in the collection. Generally the canoes of the frontier have been discarded as derelicts on some lonely shore, or filled with soil for a cottage garden. Consequently this report also represents an urgent appeal to notify the writer of the whereabouts of any of yesterday's canoes. Before long it will be impossible to locate some of the historic canoes which are needed to make the collection more comprehensive and useful.

The collection now includes the following: a Klondike or Freight canoe, a 16 foot birch bark (recent), a dugout, a lapstrake, a Rice Lake, a 16 foot cedar soil, a 16 foot flush batten, a 20 foot special racing shell, a butternut kayak, a 12 foot trapper, an "Indian Maid", and a Temiskaming pointer.

The canoe centre may be seen, studied, photographed, at any time by campers or staff who are interested in canoes and canoemanship. The display is only valuable as a Centenary Celebration if it is visited extensively, especially by those who will give leadership in canoeing—an activity which is so typically Canadian.

—•

by Margaret Govan,
Director, Camp Onawa.

WHAT'S COOKING TO-NIGHT?

These evening programmes vary in difficulty; also in the age interest. Any programme, no matter how simple, has to have some thought and pre-planning —even if it doesn't work out as planned! (Sometimes the 'impulse' plans are much better.) As the programme grows in complexity, the planning and execution and cleaning up afterwards may require volunteers for each job or a committee. The latter may be a cabin group as this is often a more simple method of organization. Suggestions can be combined or simplified. The more the campers can be involved in making suggestions, planning and executing the projects, the greater the learning process.

There must be variety in evening programmes and also balance. A major event needs two or three simple programmes, both before and afterwards. Weather has a great deal to do with the type of programme. Certain programmes can be adapted for wet, cold, rainy or mosquito-y nights when you have to go inside! At camp the motto should be: do it outside if at all possible, and plan to make it possible as often as you can.

Cabin Group Activities

Walks: always with a goal even although it may be a simple goal like picking flowers or collecting stones; berry picking; exploring a river (wear old sneakers so it doesn't matter if you step into the water); a visit to a farm (ask the farmer first); climbing a hill; exploring caves; a waterfall; a 'haunted house'; a site of local interest or a local business; the fire ranger's tower, etc. Take a 'uke' along sometimes, and a snack. Good walking shoes and comfortable socks are necessary. Take flashlights if it is an evening walk. A first aid kit and ten cents for a telephone call in case of need. Length of the walk must be suited to age and strength of campers.

Boating: practising strokes; drifting; exploring; gunwale bobbing, etc.

Swimming: going off to swim 'somewhere different'. Life guard and safety rules go along, too.

Cook-outs for supper or a bedtime snack are excellent means of teaching campcraft. The snack allows more time for experimentation since the campers are not so impatient about the eating! It can be as simple as toast and a beverage, or a complicated dessert. (Reflector ovens can be introduced this way.) A taffy pull or corn popping are very satisfactory.

A cabin camp fire is fun with songs, stories, discussions. Older campers like to talk about dating, parents, rules, vocations, religion, current events, conversation, etc.

Special projects of special interest: Building something, be it a raft or a dock or a tree house; painting murals for a cabin or the recreation room; a sketching group; puppets, jewelry; painting the mail box; mending hymn books; cutting steps in a bank; clearing a path. Fishing. Collecting specimens for the museum; stars. Reading a play or a story; preparing a skit; learning or making up songs; playing games which will vary from table tennis to 'house' and crazy eights.

One cabin can challenge another cabin to some game.

And the counsellor can always be surprised. I took a number of twelve-

year-olds for a walk, and they played 'bears', an invention of their own, in the bracken for an hour while I sat on a fence post and meditated!

Section Programmes

Organized games: the number on a team doesn't seem to matter. Games can be played progressively with twenty minutes to half an hour; then move on to another. We have found rounders, prisoners base: touch football, and broom hockey all go over with girls on a cool evening.

Progressive table games: If you have a cupboard of games such as lotto, snakes and ladders, parchesi, pick-up-sticks, jacks, etc., well and good. But games can be easily improvised such as balancing matches on the top of a pop bottle (no cap). (Each person is given ten matches and takes a turn in rotation; any matches knocked over by the player become his property. The first out is winner.)

Beans can be tossed into milk bottles or muffin tins, or transferred from saucer to saucer with a drinking straw and suction. A great deal can be done with ping-pong balls, too.

Play party games: These work out with any age group if the games are picked carefully to suit the age and sex. (A new game should be tried out with counsellors or a small group first.) Good leadership is required. Relays; Poor House; Hot Potato; Bottle Snatch; Crows and Cranes; Cops and Robbers, etc. A good games book will provide dozens. Paper and pencil games are an occasional change for older campers.

A roast: be it wiener, marshmallow, corn, hamburger (with juniors make it the evening meal). The programme must be planned very carefully. Any game if not played by all, must be easily visible and fun to watch. (T.V. programmes during the winter months can provide some ideas. Poetry reading; accordion or mouth organ solos; sing-songs, etc. A well-told story—and that takes real effort on the teller's part, as well as adequate preparation. A skit. The check list must include: fire building, fuel if necessary, food, equipment, programme and how to get there and back.

A roast at a distance where participants have to paddle or walk home under the stars, and come into camp quietly—so as not to waken the others —adds excitement. Non-paddlers can always be taken by rowboat.

A floating picnic is a possibility too. Paddling or swimming to music: A record player with an amplifier is almost a 'must', although music carries over the water. The canoes will just drift. Swimming can only be done on warm, light evenings, and is of short duration.

Hunts: treasure hunts; scavenger hunts (a nature one is good); counsellor hunt; orienteering; paper chase (we use wool; it's tidier).

Folk dancing and singing games: these need to be learned at some other scheduled time; good for a wet summer!

Parties: indoors or out. Juniors and intermediates love to dress up, so a masquerade is usually in order. Seniors prefer something a little more sophisticated. Refreshments and games and/or dancing should be suited to the theme. Mad hatter party; knights of the round table; cavemen; Indians; Noah's ark; hoboes; beatnicks, etc. The crafts department must be prepared for a mass descent, and arrangements have to be made for cleaning up afterwards. Music for the grand march must be on hand, and somebody to play or look after the record player.

Juniors are often content to dress up and be admired by their counsellors.

Interest groups: Half a dozen activities going on—tennis, crafts, canoeing, listening to music, walking, sailing, etc. Campers go where they please and a few counsellors are available for pick-

ing up stragglers, as well as the activity counsellors.

Camp as a whole

Talent or skit night. A play with a party for the whole cast afterwards attended by all first-nighters!

Special games where everybody goes to cheer.

Wide games such as: settlers and Indians, capture the flag, run-sheep-run, flash-light tag, sardines, hide-and-seek, etc.

Birthday, Hallowe'en or Christmas party with a present for everybody (each camper and counsellor draws a name from the box. We have found that juniors are apt to be disappointed if the present is not 'real' and so we let counsellors draw their names. No present can cost anything; it must be made). Tables can be decorated; games and songs should be appropriate to the occasion.

Slides or movies related to camp; don't take city movies to the camp setting.

Formal Campfire: the same as for a section but more careful planning and preparation; possibly some ritual.

Antiphonal singing with half the camp in boats, the other half on land, and a song leader with each of the groups.

A hootenanny; a formal concert; listening to records.

The following programmes take a great deal of advance preparation and include supper . . . or possibly two meals.

Find your supper: Camp is divided into workable groups and 'hunt for your supper' clues prepared for each of them. The counsellors have supper ready at the end of the trail. If each group takes names such as hoboes, shipwrecked mariners, mountain climbers, gypsies, etc., the supper and programme can be planned round these themes. (One group of hoboes ended up their evening playing 'oldmaid' on the camp road.)

All Nations Night: with floats (boats make good ones) representing various nations; add skits at the end of the programme.

Country Fair: with suitable competitions: nail driving; flower collections, and arrangements; 'animule' show; driftwood exhibit. Let the imagination go to town.

Sunday School Picnic: one cabin arranges families with suitable names (Dr. Pill, etc.). Each camper draws a name and must take over that age and personality. Picnic games are run off and so junior campers, counsellors, etc., may find themselves in the same race! Races should be funny ones. A 'choir concert' can be held afterwards.

We go Western: Rodeo with or without horses; horse shoe pitching; hunting for gold; pony express race with broomstick horses and obstacles. Chuck wagon supper. Songs and campfire.

Pageant of local history.

A mock trial if a suitable occasion arises.

Olympic day; sports day; water-sports day; campcraft day; track meet (indoor or outdoor); pioneer day; expo day.

Pirate day: a huge treasure hunt which involves collecting a map. The pieces are all at the ends of trails and these may require walking, sailing, rowing, canoeing. This requires a tremendous amount of advance planning to have a camp on the move, proper supervision, and trails of varying difficulty. Forfeits are paid by the losing team members after trial (?). These forfeits must be checked and censored.

* Poor House is a form of stage coach played in couples. One couple in the poor house wishes to change residence.

page 142 please

OUR CENTENARY JOURNEY

by John Latimer,
Chairman Centenary Journey Committee,
Canadian Camping Association.

Can you visualize a "National Campfire"? . . . or should I say hundreds and hundreds of Campfires, lit at exactly the same time, on the same day in the summer of 1967 . . . with the same opening and closing used by everyone who participates? This is just one of many exciting projects being planned by the Centenary Journey Committee of the Canadian Camping Association as part of our overall Centennial celebration.

Of course, our biggest and most enterprising project is the mapping and charting of the main routes used by the early voyageurs, with the end product being a National Publication of all such routes. The program is being led and directed by personnel from camps from coast to coast . . . thousands of boys and girls from every type of camp will be actively involved on Canada's waterways in 1967, re-living our heritage and possibly for the first time making it come alive. Isn't it a shame that the history now being taught in our schools is presented in such a dull, unimaginative style? . . . Possibly C.C.A. can do a little in helping to change this! !

Kindling the Flame

The idea of this project was sparked about three years ago and the struggle to co-ordinate and nationalize the program was a long and sometimes discouraging one, but finally in March of this year, the Committee finally felt that the flame was now kindled. For in mid-March, a Conference of all Provincial Chairmen was held in Toronto. For the first time, the ten leaders were able to sit down together and discuss a truly National "Centenary Journey". From this Conference, new ideas and plans were formulated. The final and official routes were mapped and discussed. A suggested "guideline" for the final publication was formulated . . . safety standards were developed . . . Rendezvous Points were established . . . and the idea of the "National Centenary Campfire" was presented. With the co-operation and interest of all Directors, the campfires will be held in every camp in Canada. They will also be lit on every canoe trip . . . whether or not the trip is part of the official Centenary Journey. Such campfires will possibly be the climax to various two or three-day in-camp programs centering around the theme of Canada's history and background. When one stops to count the number of children who will be involved in such programs, the mind staggers. At a specific time (probably early August, 1967), every Canadian boy and girl involved in a camp will be a part of a venture which crosses all Provincial boundaries, and covers this vast expanse from Newfoundland to British Columbia.

As I mentioned earlier, the planning of this Journey has not been the easiest. Although the Centennial Commission has given our project some financial backing and recognition, it is my feeling that the administration in Ottawa is not convinced that we deserve their

support. We are not stressing speed! We want our campers to take their time, explore the side routes, research the historical background of the area in which they are camping, and above all not forsake the danger factors. We are not stressing material awards! We want our campers to take the trips simply to enjoy and become more appreciative of the countless rivers, lakes, portages and mountains which are part of Canada.

Tell People

The Commission has been somewhat reluctant to offer their support and for this reason the National Committee asks that every Camp Director who believes that this project has some merit, do his utmost to advise the public of our endeavours. For example, when each trip leaves from a camp, invaluable support and publicity can be gained if the Director contacts the local radio and TV station, as well as newspaper editors, informing them of the people involved and the areas to be covered.

Many provinces have already started on their program. Nova Scotia, under the leadership of Ron Iles, has evolved a program covering practically every water route in that province . . . (the portion covered in the National Centenary Journey is only one small part of their overall program). Faye Eccleston and Malcolm Hicklenton report from British Columbia that parts of their route will be covered by not only canoe and raft, but also horse and mule. Quebec, under the co-chairmanship of Peter Van Wagner and Father Guy Allard, are planning many side trips beyond the Ottawa River. The Red Cross Water Safety Committee in P.E.I. is working very closely with our Chairman, Jim Stahr, and in New Brunswick, John Murrant of the Department of Youth and Welfare has assured the National Committee of his interest and co-operation. Ontario has been one of the most active provinces to date, for practically all routes in that province have already been covered in exploratory trips. John Scott, Chairman of Ontario's Centenary Journey Committee, reports that campers and camps from his province have during 1964 and 1965 spent close to $15,000 from their own pocket-books. Doug Eaton of Memorial University is directing Newfoundland's portion of the project. Don Smith is responsible for the Alberta portion of the Journey, and Norman MacKenzie in Regina is chairing a most active committee in Saskatchewan. The Manitoba Camping Association has given strong backing to its Chairman, Doug McEwen . . . so you can see that every province has now set in motion the wheels to accomplish a most unique and worthwhile project.

The Centenary Journey promises to be one of the highlights in the history of the Canadian Camping Association. However, it needs the support and enthusiasm of everyone in this country who believes in camping . . . and above all, everyone who feels strongly about Canada.

This is not just a program to start and stop in 1967. As a result of the countless number of trips, thousands of youngsters . . . soon to be our leaders . . . will gain an appreciation and interest in their country—lasting a lifetime! The opportunities are unique—the experiences invaluable.

The Centenary Journey, "In the steps of the Voyageurs", needs your support. Won't you join us?



GEM MAKING

by Bruno Morawetz, Ph.D.,
Director, Camp Ponacka.

"Proliferation" is a term which is not limited to the spread of nuclear weapons. Many critics inside and outside the camping movement have laid the charge that camps are departing from the original purpose of camping. They feel that such activities as riflery, archery, crafts, drama, etc., should have no place in the camp program, since they can be done just as well in the city. There is some truth in what the critics say but they forget that some children will never be wild on wilderness living. Nor is it likely that they can all be redirected to enjoy a rugged outdoor experience.

By having these "tamer" programs, many children will be introduced to outdoor life as a side-line which may in this way become a main line of enjoyment and accomplishment. These "tamer" activities may have very important results in instilling confidence in a less woodsy camper. If he excells in one of them, the confidence gained thereby will stimulate him to try other activities, for he no longer feels a "complete failure".

An Enthusiastic Response

Gem-making, also known as lapidary, was introduced by our camp last summer and it met a with very enthusiastic response. It too may start as a side-line. A boy may wish to make a necklace for his mother or a tie clip for his father. This leads him to take an interest in rocks and minerals and he begins to enjoy a hike which assumes a new purpose and meaning for him. He asks his counsellor for the names and qualities of certain stones, he learns something about the geological formations which are rich in certain minerals. His powers of observation are sharpened, he learns to look and to observe. His curiosity will lead him to ask questions about growing and living things. Lapidary may thus become a gateway to the wonders of nature.

The desire to make a fine piece of jewelry will lead to some knowledge of rocks and minerals. The novice will soon learn that rocks are made of minerals, that there are three basic classes of minerals: metallic, non-metallic and rock-forming minerals. He will learn that most minerals end in "ite", like apatite, calcite and flourite. He will find out that some minerals come to earth from outer space in the form of meteorites. His interest will be heightened when he learns that there are three main types of rocks: the igneous, the sedimentary and the metamorphic. Each type of rock tells a great deal about its past history.

Rocks will lead him into the fossil world. He will delight in finding a living fern similar to that which he may have found in fossilized form. When he is lucky he will find semi-precious stones, known as gems. He may not have too much trouble in finding various quartz gems like rose quartz, amethyst or rock crystal.

To foster an interest and love for nature is a camp's primary job and yet one of the most difficult to achieve. Our most successful experience came when we managed to hire a taxidermist as the camp naturalist. Taxidermy became a broad gateway to nature. It is not easy to find a taxidermist, but it is not too difficult to train any counsellor in lapidary, especially if he already possesses a good knowledge of rocks and minerals.

In the last decade there has been a growing interest in minerology. Rockhounds are on the increase. During the last few years the Bancroft "Gemboree" has attracted visitors from many parts of Canada and the United States. One man explained to me why he is such a keen rockhound. He likes to take his family for drives on the weekend and during the many spring and fall

weekends when there are no winter or summer sports, rockhounding provides an activity in which the entire family can take an interest. Neither sex nor age prevents anyone from fully enjoying this pastime. Lapidary promotes an interest in rockhounding which is, in essence, a way of camping. While the snow covers the ground, the rockhound can be in his warm basement polishing and mounting his summer's finds.

Two Processes

There are basically two processes which can be employed for turning stones into jewels. The most common is tumbling. A tumbler is a bought or home-made drum which is turned by a small electric motor. The tumbler does in two or three weeks what a river bed or ocean tides do in thousands of years. It tumbles the stones against each other until they become smooth. They acquire a lustre which makes them beautiful and irresistible to the beholder.

Since it takes several weeks to tumble stones, a gem-maker is much to be preferred for a lapidary camp program. A gem-maker is a machine which has a diamond cutting blade. Strangely enough, the blade will cut a hard rock but it will not cut the skin of a finger. Usually there is an attachment which serves as a vise. The stone to be cut is clamped in the vise and swung to the blade and in a matter of minutes the stone is cut to any desired size. The gem-maker has grinding and scratching wheels of varying size of coarseness. The cast iron lap wheel is used to make a smooth starting surface. This is followed by using the silicon carbide grinding wheel to shape the stone. The final touches are put on with a felt polishing wheel. The gem is too small to be held by hand. Therefore it is cemented to a round wood stick known as a dop stick.

There are many companies which specialize in gem-craft. They have supplies of templates and findings. Findings are the metal parts into which the gems are set. The range of jewelry findings is almost unlimited: necklaces, rings, bracelets, brooches, cufflinks, pendants, etc. A template is a piece of stiff plastic with holes to correspond with the various findings. As the grinding proceeds, the stone is continually compared to the hole in the template until it has the right shape and will fit into the jewelry finding.

Gem-makers come in various sizes and prices. Ours cost around one hundred dollars and a quarter horsepower motor can be purchased for very little. It is a small investment considering that three or four persons can work on the gem-maker at one time. It serves as an excellent spare time activity. It can be placed in the out-of-doors if necessary. It was used in the evenings by counsellors who desired to bring a worthwhile self-made souvenir to their sweethearts.

This summer the gem-maker will be part of the crafts programme, since an instructor is needed only at certain crucial stages. One of our hard-working sailing instructors told me that he found it a most relaxing pastime.

There are a number of pamphlets and books available on the subject. The Shell Oil Company distributes a little pamphlet entitled "Let's Collect Rocks". The Ontario Department of Mines distributes Map 2103 on Ontario's geology and principal minerals. The same department sells "Rocks and Minerals of Ontario", known as Geological Circular 13. The Pen-Reid Publications of Campbellford, Ontario, publish a quarterly magazine which serves all sectors of the rockhounding public. Lapidary supply houses advertise in this magazine and a few back copies of it would go a long way toward turning a greenhorn into a rockhound or lapidarist.

As a camp activity, lapidary should not be looked upon as an end in itself. It will not (and ought not) appeal to all campers, but it will strike a very

responsive chord in some of them. To them it will make the out-of-doors much more meaningful and enjoyable. Once he is bitten by the bug, he will hanker to get outside with his rock hammer, chisel and haversack and he will enjoy outdoor cookery on his field trips.

Since most of our youngsters live far from canoe routes, the carry over value of lapidary and geology as recreational activities are not as remote as they may appear at first.

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from page 114

flict with the unnatural interests of man.

Beyond the very practical considerations of food, water, clean air, and space there is a further benefit which may be called the enjoyment resource. An extraordinary amount of leisure is an imminent fact, and masses of people will have to shift from a work-oriented approach to life to one which will be leisure-based. Work will, in a sense, become a diversion. It follows that man's search for satisfying, inspirational activity or simply for peace and freedom will come in a large measure from the out-of-doors. It has been suggested that "if you would want inner peace, find it in solitude, not speed, and if you would find yourself, look to the Lord from which you came and to which you go". The leisure age imposes another challenge on the camping movement, which is obligated to provide experiences which will serve as foundations for the future. As difficult as the task may appear, it cannot be avoided or disregarded. Surely if the camping movement is to receive the respect of history, it must be in a large measure due to camping's particular contribution in the broad implications of conservation and its related, supporting activities.

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FROM A CAMP DIRECTOR'S DIARY

From the Alberta Camping Association "Newsletter"

A recipe for the future or How to Preserve Children:

Take . . . 1 large grassy field
half a dozen children
2 or 3 small dogs
a pinch of brook and pebbles

Mix children and dogs well together and put them in the field—stirring constantly. Pour brook over pebbles; sprinkle field with flowers; spread over all a deep blue sky and bake in the sun. When brown, remove and set to cool in a bathtub.

• • • •

It was eight year old Nancy's second summer at camp and STILL she hadn't managed to get her head under the water. A long-standing ear infection had made the doctor caution her mother that she was not to get water in it under any circumstances. But now the big day had dawned. The ear infection had cleared up and she was going to be allowed to get on with her swimming like all the other Juniors.

Excitement was rife. Blowing bubbles, picking up stones from the bottom, counting fingers under water—all counsellor ruses to inspire confidence—these were no longer denied her. She was about to become One of the Gang!

The moment came. In front of an enchanted audience of campers and staff she slipped off the end of the dock, closed her eyes, took a big gasp of air and slowly bent her knees until her head disappeared from sight. She rose, seconds later, spluttering and gasping, looking distinctly annoyed.

"Well," asked the spectators, as one, "how did you like it?"

There was a moment's pregnant pause. "Jeeze," came the reply. "Is it ever crappy under there! You can't even breathe!"

—1967—

THE CENTENARY YEAR

Will you be ready?

What plans should you make this summer to celebrate Canada's hundredth birthday?

SOME SUGGESTIONS:

Nature — Centenary Cairn, 100 stones (see Kirk Wipper's article)
Arboretum
Natural habitat

History — A pageant
Collecting local artifacts
Pioneer Building
Creation of Symbol

Canoeing — Centenary Canoe Trip

AN AID FOR WILDLIFE

by Kirk Wipper,
Director, Camp Kandalore.

One of the major activity programmes under the general category of woodsmanship in camping is that of wildlife. There are many ways that such a programme can capture the imagination and enthusiasm of campers and staff. In this brief article, an attempt will be made to outline the application of one motivational technique for wildlife. This does not imply that the "use of a standard method" is necessary for successful cultivation of a desirable attitude toward wildlife any more than standards are necessary in any other camp activity. However, the writer's experience in wildlife leadership has prompted the use of a standard scale or check list especially for the older camper who generally wants to know where he stands in reference to the opportunities presented by his natural surroundings. Of course, such a method must not be used as the only motivation or interest maintainer. Special wildlife projects, a wildlife corner or centre, conservation activities, nature trails and visits to special habitats are all significant means by which natural laws and principles of the natural environment may be revealed, understood, and appreciated. Taking all this into account, the following series of wildlife standards is submitted for your consideration. The purpose in submitting them is to assist in the challenging task of developing a wildlife awareness in a camp setting.

JUNIOR WILD LIFE

Identify the following:

(a) 5 deciduous trees
5 coniferous trees
(b) 3 shrubs
(c) 6 flowering plants
(d) 4 natural foods
(e) 2 ferns
2 mosses
(f) 3 insects
(g) 4 birds by song or sight
(h) 1 snake
1 salamander
1 frog or toad
(i) 3 animals

NOTE: Please do not, under any circumstances, damage, injure, or destroy any natural things which could be a continuing asset to your environment. This would be contrary to the purpose of woodsmanship.

INTERMEDIATE WILDLIFE

Identify:

(a) 8 coniferous trees
9 deciduous trees
(b) 9 shrubs
(c) 3 ferns
(d) 7 birds by sight or song
(e) 9 flowering plants
(f) 2 constellations

Describe:

(g) The differences between grasses, rushes, reeds and sedges.
(h) Dry succession and point out various stages.

Locate:

(i) Any 5 of the following:
frog
tree frog
toad
newt
salamander
snake
turtle
lizard

Project:

(j) Successfully plant one evergreen
(k) Draw a map of a typical natural community.

SENIOR WILDLIFE

Identify:

6 ferns
2 mosses
2 club mosses
4 constellations
3 types of clouds and their relation

to weather
12 edible plants or parts thereof and properly prepare one of them
3 medicinal plants
3 edible mushrooms and 2 poisonous ones

Describe:

1. annelid—
 e.g. earthworms and leeches
2. mollusc—
 e.g. clams, snails, slugs
3. crustacean—
 e.g. crayfish, sow-bugs
4. arachnid—
 e.g. spiders
5. myriapod—
 e.g. centipedes and millipedes
6. insects—
 e.g. fly, beetle, bug, bee

Select any living thing and describe its friendly neighbours and its enemies.

Describe 2 plants which consume insects.

Describe how your camp can practise conservation.

Locate:

Glacial scratches, errata, and one other unusual rock formation.

Project:

Show and describe an approved collected specimen at an appropriate location in camp.

Properly mount a wild specimen with permission of wildlife director.

Using natural materials complete an artistic project.

Collect 5 dry specimens of wood and describe their uses.

Live trap one wild living specimen (not wild animals because of rabies) and care for it for a limited period.

NATURALIST

1. Establish a permanent display, collection or mounting, acceptable to the Wildlife Centre. Permission for this must be granted by the Wildlife Director.
2. Make from natural materials a suitable project of an artistic nature *or* set up one nature trail *or* conduct 2 appropriate native games *or* produce 5 good coloured slides on wildlife.
3. Lead for one full period in wildlife a group from each of:
 Juniors
 Intermediates
 Seniors
 including a variety of environments and emphasizing the following:
 habitat
 dynamic aspect of natural world
 interdependence of living things
 conservation
4. Write a brief essay on the significance of wildlife in today's world.
5. Prepare completely — 2 natural foods.
6. Undertake a random hike and be prepared to discuss natural objects on the route.
7. Lead wildlife during a canoe trip of not less than 3 days.

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from page 128

In scientific jargon,
And, seeking to fulfill the parts
O'erlook *him*, in the bargain.
Make room for him within the camp,
His own true self-achieving.
And in his worth and confidence
Help him to be believing.
If freedom is—then freedom be
Through love its power thrusting
Give camps to campers, let them live
Their lives in simple trusting.
The Camper—Oh! the Camper
This small jewel of creation
Hid 'neath papers, pumps, and programme
Awaiting realization.
So look for him and seek him out
That giving him our all
The Camper, oh the Camper!
Will be our clarion call.

THERE'S A SONG

by Helen Tuttle

Where there's a camp there's a song. You will hear it around the campfire, at the meal-table, and along the hikers' road. Singing has its proper places through the day—whether in displays of sheer enthusiasm or in moments of solemn worship. Girls and boys who sing nowhere else will learn to sing at camp. They love it. Give them a tune, and you'll hear them humming it as they do the dishes.

Singing at camp is no mere time-filler. It helps to carry the message of camp itself. Watch the quiet youngster lose his shyness in an action song. Observe the boisterous one stilled by the loveliness of vesper singing.

Sometimes camp singing is just plain fun. It may even border on shouting whether youngsters get carried away by a sprightly tune or marching tempo. Each tries to be heard above the others in a competitive atmosphere which sounds like bedlam. Don't be alarmed; there's a place for that experience. But we should aim to lead boys and girls into far richer experiences of song. Help them appreciate singing as a means of expressing every shade of feeling. Give them the satisfaction which comes from co-operative singing in rounds and even harmony.

The best camp singing doesn't often just happen. It is a product of planning and inspiration by a leader who loves the job and a group of campers who will soon catch on.

Plan Group Singing

"Community Singing" is an over-all term which refers to the many situations where people sing together. It ranges all the way from the folk-song sung by people in their natural setting of home and occupation to the helter-skelter sing-song of a get-acquainted session. The most characteristic singing at camp I prefer to call "group-singing". This type of situation gives the leader a chance to work out a full programme of singing. The leader gets to know the capacities of each member and is able to draw these out more fully. This is possible when a group is living and working together for a period of days. Here are a few things to remember when planning group singing:

1. Always have a good choice of songs; always variety and more than you can use.
2. Make a new list for each session, bearing in mind the wisdom of learning new songs and repeating familiar ones.
3. Classify your songs for easy reference. Examples: folk songs, rousing songs, rounds, action songs, quiet songs, spirituals, hymns, etc.
4. Plan a good order of songs to suit the period involved. One order is more suitable at meal-time; another for the camp-fire.
5. It is often helpful to have a Committee of campers to work with the leader. Discuss with them the place of singing at camp and ask for their suggestions.

Song Leadership

Let me suggest a few qualities a song leader should cultivate and some simple rules to follow:

1. Know your songs thoroughly, words and tunes.
2. Know your appearance when in action. Be clear in your explanation and smooth in direction. A jumpy, fast-beating time will only detract from the song. Be as inconspicuous as possible in manner.
3. Watch your own attitude. A good leader is patient, pleasant, and will see the humour in mistakes, whether of the group or himself. Always be positive. Make favourable comments first, and suggestions for improvement second.
4. Do not confuse campers by singing harmony parts yourself, unless you

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are obviously aiding one section of the group.

5. Be open to the requests of campers for the old favourites—but also very ready with your own suggestions to teach a new song. Accept theirs and they'll take yours.
6. It's better to suggest than to demand.
7. Be on your toes and the programme won't drag.

Teaching a New Song

To teach a new song:

1. Use a blackboard, if possible, so that all eyes are then on the leader and words at once.
2. Begin by listening to the piano once, then the leader and piano once, then lah-lahing together.
3. Let the leader and those who think they know the song sing it through once, while the others are encouraged merely to imagine themselves singing.
4. Everybody sing once; then drop until the next session.

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from page 132

† Hot Potato: use a bean bag which must be tossed round or across a circle very quickly. 'It' stands in the centre and attempts to touch the bag. Whoever lets him becomes 'it'.

‡ Snatch. Two lines number in opposite directions, and separated by about six feet. A dumb-bell is placed in the centre. The referee calls out a number and both the persons must try to retrieve the dumb-bell. The one who hasn't got it is allowed to tag the other. Tagging doesn't count if the dumb-bell has been dropped. The team which retrieves the dumb-bell without being tagged gets one point; or the team which tags gets one point.

¶ Sardines: first person hides; first person to find him must hide in the same place with him; ad continuum.

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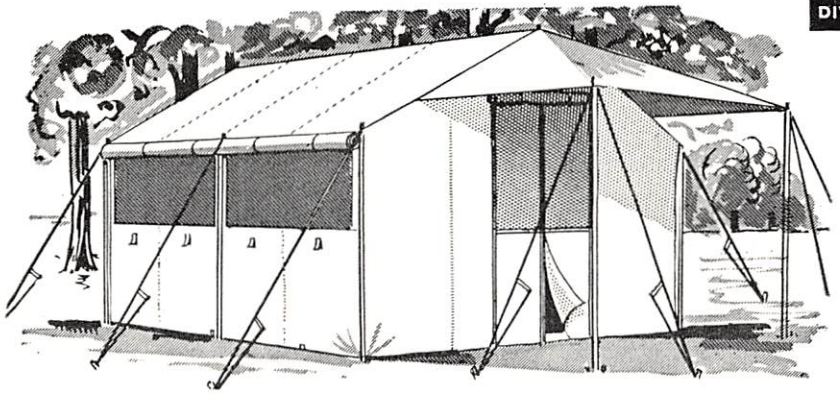
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Since 1954 campers have been paid over one quarter of a million dollars from this plan. Benefits paid are increasing each year — proof of the need for your CAMP-GUARD plan.

*A choice of plans for all organizational, church and private camps providing broad medical expense protection for each accident and each sickness at low cost group rates for both campers and staff members.

Put CAMP-GUARD on your programme. Display this symbol and let parents know your camp is covered. This symbol of outstanding coverage assures them you take added interest in your camper's welfare, by providing a CAMP-GUARD accident and sickness plan.

Your local insurance agent will help you choose the right plan for your camp; or write our nearest office for full particulars.

this CAMP is PROTECTED
by CAMP-GUARD
ACCIDENT and SICKNESS
INSURANCE

DISPLAY THIS SYMBOL
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CONTINENTAL CASUALTY COMPANY

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VIctor 9-5303

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